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ABSTRACT

Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under 6 years and their families with the aim of ensuring that all children are healthy and prepared to succeed as they enter school. This study examined the baseline skills of a representative sample of kindergartners in the 43 counties participating in Smart Start. Participating were 858 kindergarten teachers who rated 3,782 kindergartners on their pre-academic and social skills, estimated the number of children who were not ready at school entry to participate successfully, listed the characteristics necessary for kindergarten-readiness, and provided information on each child's poverty status and previous child care. Baseline findings are presented for the overall sample as well as for each county separately. Overall findings indicated that 18 percent of kindergartners were not ready at school entry to participate successfully. Although children's individual skill levels varied, the average child had many skills in the fall of kindergarten. Forty-two percent of children were from low-income families, with poor children less ready for school than children from more affluent families. Fifty-four percent of the children attended organized child care prior to school entry, with such participation associated with better school readiness. Teachers identified the following as the most important characteristics necessary for a children to be ready to attend kindergarten: listens and pays attention, good social skills, follows directions and instructions, basic knowledge, and good language and communication skills. (Copies of the data collection instruments are appended.) (Author/KB)

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ED 423 976

Kindergartners' Skills in Smart Start Counties in 1995: A Baseline From Which to Measure Change

FPG-UNC Smart Start Evaluation Team

July 1997

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This report was written by Kelly Maxwell, Donna Bryant, Lynette Keyes, and Kathleen Bernier. We extend a special thank you to the kindergarten teachers who participated in our study and to our evaluation team members who helped collect, code, analyze, and summarize the data.

For additional copies of this and other Smart Start evaluation reports, contact Marie Butts at the Frank Porter Graham Child Development Center, 105 Smith Level Road, CB # 8180, Chapel Hill, NC 27599-8180 or call (919) 966-4295.

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Smart Start is designed to ensure that all children are healthy and prepared to succeed as they enter school. To determine the progress of Smart Start partnerships in reaching this goal, the FPG-UNC Smart Start evaluation team is collecting data on kindergartners' skills. In 1995, we obtained baseline information on the skills of kindergartners in the 43 Smart Start counties. To measure changes across time, we will gather these data biannually (i.e., in 1997, 1999) and compare them to the baseline data collected from each county in 1995. The results of Smart Start efforts to improve children's early experiences might be noted in a measurable increase in kindergartners' skills.

Sample. Baseline data were collected in the fall of 1995 from 858 teachers who rated a total of 3,782 kindergartners in each of the 43 counties that were participating in Smart Start. The number of teachers and kindergartners in each county's sample was based on the number of kindergartners enrolled in public school in 1995. The sample sizes were larger in counties with larger numbers of kindergartners. This representative sampling method allows us to generalize findings to *all* kindergartners in each county rather than just the kindergartners included in our sample.[1]

Information Collected. To measure children's preparedness for school, teachers in this study were asked to provide information about the pre-academic and social skills of kindergartners and the percent of children not ready to participate successfully in school. Teachers were also asked to list the characteristics necessary for children to participate successfully in kindergarten. Each of these three types of information are described below.

Pre-academic and social skills. Information about kindergartners' pre-academic and social skills was obtained through the Kindergarten Teacher Checklist[2] (KTC), consisting of 36 items rated on a scale of 1 to 5 (a higher score indicates better skills). The average (mean) score across all items is presented in this report. Teachers completed the ratings in November and December of 1995. The KTC is included in the appendix of this report.

Percent of children not ready to participate. Teachers estimated the number of children who were not ready at the beginning of the year to participate successfully in school. (Note that the time frame for the readiness question is earlier than the time frame for the KTC ratings.) A copy of the General School Readiness Questionnaire[3] is included in the appendix of this report.

Characteristics needed for school success. Teachers were asked to list the characteristics necessary for a child to be ready for kindergarten. These characteristics were then coded by project staff into 26 different categories (e.g., follows directions, has good social skills). The most commonly mentioned characteristics in each county are presented in this report.[4]

To better understand the impact of Smart Start on kindergartners' skills, data were also collected on children's poverty status and previous child care experiences, as well as on the length of time each county had participated in Smart Start. Each of these factors are described below.

Poverty. Because many Smart Start programs are designed specifically to help children from poor families, the skills of poor children are of interest. As a group, their skills might change over time at a different rate than for non-poor children. Poverty was measured by whether the child was eligible for free or reduced price lunch. Eligibility for free or reduced price lunch is based on federal poverty guidelines (e.g., to be eligible for reduced price lunch, family income must be at or below 185% of the poverty level) and was the best available measure of poverty.

Previous child care experience. Previous child care experience also may affect scores on the Kindergarten Teacher Checklist. Children in high quality child care have significantly better language, cognitive, and social skills compared to children in lower quality care.[5] If Smart Start is effective in improving the quality of care--and recent evaluation results suggest it is[6]--then children who have participated in child care may have significantly higher skills than children who have not participated in child care. For each child rated, teachers indicated whether the child had attended organized child care prior to school entry.

Smart Start round. One might expect to see changes in kindergartners' skills sooner in counties that have participated longer in Smart Start. Counties typically spend their first year in Smart Start planning activities for their communities. New or improved service programs for children and families generally begin in the second year of Smart Start. These new programs will not result in immediate outcome improvements for large groups of children. Over time, it will be important to consider these kindergarten skill results in light of when a county began participating in Smart Start, the number and types of activities the county implemented, and the initial level of kindergartners' skills. In 1993, the first "round" of 18 counties began participating in Smart Start. The second round of 14 counties began participating in Smart Start in 1994, and the third round of 11 counties joined Smart Start in 1995. The counties within each round are listed below.

Round 1 counties: Burke, Caldwell, Cleveland, Cumberland, Davidson, Halifax, Hertford, Jones, Mecklenburg, Orange, and Stanly Counties plus Region A (comprised of Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain counties).

Round 2 counties: Ashe, Avery, Catawba, Chatham, Duplin, Durham, Forsyth, Lenoir/Greene, Pasquotank, Person, and Wilkes Counties plus Down East (comprised of Nash and Edgecombe counties).

Round 3 counties: Alleghany, Buncombe, New Hanover, Pamlico, Robeson, Rutherford, Stokes, Surry, Wake, Washington, and Wilson.

Future Plans

The overall goal of Smart Start is to ensure that *all* children are healthy and prepared to succeed when they enter school. Children's health and early learning skills are affected by multiple, long-term, societal factors that require major changes in family supports and service systems. It is unrealistic to expect these obstacles to be overcome by Smart Start efforts in the short run. It is more realistic to expect small changes over a long period of time. Smart Start effects may not be revealed until 5 years after initiatives have been implemented in a county. At that point, an entire group of children entering kindergarten would have had access to Smart Start services during their lifetimes. It is also possible that Smart Start efforts may increase the skills for a *portion* of children rather than for *all* children. For instance, if Smart Start efforts are targeted primarily at poor children, these children's skills may improve while the skills of children from non-poor families may not.

The 1995 data on kindergartners' skills provides a baseline from which to measure changes over time. Similar information will be gathered biannually (e.g., in 1997, 1999) as part of a long-term data collection plan to evaluate the effectiveness of Smart Start.

Organization of Report

Information on kindergartners' skills is presented for the overall sample from 43 Smart Start counties as well as separately for each county. Findings for the overall sample are presented first, followed by a summary of findings for each county (in alphabetical order). At the end of the report, a summary table and figures are included for quick reference. The table summarizes all the information presented in the report. The two figures summarize the major findings overall and for each county--one of the average Kindergarten Teacher Checklist scores and one of the percent of children rated by teachers as not ready for school. Copies of the Kindergarten Teacher Checklist and General School Readiness Questionnaire are included in the appendix.

Baseline Findings Across All 43 Smart Start Counties

1. According to teachers, **18% of the kindergartners in 1995 were not ready at the beginning of the year to participate successfully in school**. County mean percentages of kindergartners not ready to participate successfully in school ranged from 9% to 36%. Although there seem to be large differences among county rates, in general almost 1 in 5 children entering school were thought by their teacher to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in 1995 was 4.2**, with individual children's scores ranging from 1.8 to 5. County mean scores ranged from 3.8 to 4.5. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that many kindergartners (42%) were from low-income families, as defined by their eligibility for free or reduced price lunch. County mean percentages of children eligible for free or reduced price lunch ranged from 23% to 79%. **Poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist**, suggesting that children from low-income families may not be as prepared for school as classmates from higher income families.

4. A majority of the children (54%) attended organized child care prior to entering school, according to teacher report. Mean percentages of children who attended organized child care before entering school ranged from 30% to 74% across counties. **Children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care**, suggesting that child care attendance may help prepare young children to participate successfully in school.

5. **Kindergarten Teacher Checklist scores did not differ among counties in different Smart Start rounds (Round 1 vs. Round 2 vs. Round 3).** There were no differences among Smart Start rounds in the relationships between Kindergarten Teacher Checklist scores and free/reduced price lunch status or child care attendance--in all 3 rounds, children scored lower on the Kindergarten Teacher Checklist if they were from low-income families or they had not attended child care prior to school.

6. As listed by teachers sampled within the Smart Start counties, the top 5 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (46%)
   - good social skills (e.g., shares, takes turns) (44%)
   - follows directions and instructions (37%)
   - basic knowledge (e.g., knows colors, address, phone number) (36%)
   - good language and communication skills (33%)

   No characteristic was listed by more than 50% of the teachers, which suggests that teachers, overall, do not share a common view of the skills necessary for kindergarten.

Baseline Findings from Alleghany County

1. According to teachers, **19.9% of the kindergartners in Alleghany County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Alleghany County in 1995 was 4.22**, with children's scores ranging from 3.03 to 4.92. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 36.4% of the kindergartners in Alleghany County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Alleghany County, 54.1% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Alleghany County, the top 7 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (80%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (60%)
   - separates easily from parents or caregivers (60%)
   - listens and pays attention (60%)
   - follows directions and instructions (60%)
   - good social skills (e.g., shares, takes turns) (60%)
   - adaptable (e.g., willing to try new things, handles change well) (60%)

Baseline Findings from Ashe County

1. According to teachers, **13.6% of the kindergartners in Ashe County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Ashe County in 1995 was 4.24**, with children's scores ranging from 2.77 to 4.89. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 45.9% of the kindergartners in Ashe County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Ashe County, 36.7% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Ashe County, the top 7 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (67%)
   - good language and communication skills (50%)
   - good reading experiences (e.g., has been read to, likes books) (33%)
   - toilet trained (33%)
   - follows directions and instructions (33%)
   - good social skills (e.g., shares, takes turns) (33%)
   - ability to sit still (33%)

Baseline Findings from Avery County

1. According to teachers, **18.3% of the kindergartners in Avery County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Avery County in 1995 was 4.14**, with children's scores ranging from 2.78 to 4.92. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 47.7% of the kindergartners in Avery County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Avery County, 47.6% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Avery County, the top 6 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (50%)
   - follows directions and instructions (38%)
   - basic knowledge (e.g., knows colors, address, phone number) (25%)
   - good language and communication skills (25%)
   - separates easily from parents or caregivers (25%)
   - good social skills (e.g., shares, takes turns) (25%)

Baseline Findings from Buncombe County

1. According to teachers, **18.6% of the kindergartners in Buncombe County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Buncombe County in 1995 was 4.16**, with children's scores ranging from 2.72 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 43.8% of the kindergartners in Buncombe County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Buncombe County, 45.7% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Buncombe County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (47%)
   - good language and communication skills (38%)
   - basic knowledge (e.g., knows colors, address, phone number) (34%)
   - good social skills (e.g., shares, takes turns) (34%)

Baseline Findings from Burke County

1. According to teachers, **22.7% of the kindergartners in Burke County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 4 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Burke County in 1995 was 4.16**, with children's scores ranging from 2.25 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 40.6% of the kindergartners in Burke County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Burke County, 36.9% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Burke County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (58%)
   - basic knowledge (e.g., knows colors, address, phone number) (54%)
   - follows directions and instructions (54%)

Baseline Findings from Caldwell County

1. According to teachers, **18.8% of the kindergartners in Caldwell County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Caldwell County in 1995 was 4.16**, with children's scores ranging from 2.14 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 34.4% of the kindergartners in Caldwell County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Caldwell County, 41.9% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Caldwell County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (46%)
   - fine motor skills (e.g., cutting, writing) (46%)
   - listens and pays attention (46%)

Baseline Findings from Catawba County

1. According to teachers, **22.7% of the kindergartners in Catawba County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Catawba County in 1995 was 4.16**, with children's scores ranging from 2.36 to 4.94. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 34.6% of the kindergartners in Catawba County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Catawba County, 42.0% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Catawba County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (58%)
   - good language and communication skills (44%)
   - follows directions and instructions (44%)

Baseline Findings from Chatham County

1. According to teachers, **14.3% of the kindergartners in Chatham County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Chatham County in 1995 was 4.38**, with children's scores ranging from 3.14 to 4.92. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 34.5% of the kindergartners in Chatham County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Chatham County, 52.1% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Chatham County, the top 6 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (62%)
   - basic knowledge (e.g., knows colors, address, phone number) (46%)
   - good language and communication skills (38%)
   - fine motor skills (e.g., cutting, writing) (38%)
   - listens and pays attention (38%)
   - follows directions and instructions (38%)

Baseline Findings from Cherokee County

1. According to teachers, **9.1% of the kindergartners in Cherokee County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 11 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Cherokee County in 1995 was 4.50**, with children's scores ranging from 3.64 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 39.5% of the kindergartners in Cherokee County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Cherokee County, 43.1% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Cherokee County, the top 2 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (50%)
   - fine motor skills (e.g., cutting, writing) (33%)

Baseline Findings from Clay County

1. According to teachers, **36.0% of the kindergartners in Clay County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 3 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Clay County in 1995 was 4.12**, with children's scores ranging from 3.17 to 4.78. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 53.0% of the kindergartners in Clay County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Clay County, 65.0% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Clay County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (100%)
   - curiosity and interest in learning (75%)
   - toilet trained (75%)
   - listens and pays attention (75%)

Baseline Findings from Cleveland County

1. According to teachers, **22.2% of the kindergartners in Cleveland County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Cleveland County in 1995 was 4.16**, with children's scores ranging from 2.29 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 41.2% of the kindergartners in Cleveland County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Cleveland County, 49.4% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Cleveland County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (59%)
   - follows directions and instructions (50%)
   - good social skills (e.g., shares, takes turns) (47%)

Baseline Findings from Cumberland County

1. According to teachers, **15.3% of the kindergartners in Cumberland County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Cumberland County in 1995 was 4.14**, with children's scores ranging from 1.83 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 52.0% of the kindergartners in Cumberland County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Cumberland County, 43.2% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Cumberland County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - follows directions and instructions (52%)
   - listens and pays attention (35%)
   - good social skills (e.g., shares, takes turns) (32%)

Baseline Findings from Davidson County

1. According to teachers, **20.2% of the kindergartners in Davidson County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Davidson County in 1995 was 4.30**, with children's scores ranging from 2.42 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 32.2% of the kindergartners in Davidson County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Davidson County, 52.6% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Davidson County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (60%)
   - basic knowledge (e.g., knows colors, address, phone number) (43%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (40%)

Baseline Findings from Duplin County

1. According to teachers, **15.9% of the kindergartners in Duplin County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Duplin County in 1995 was 3.90**, with children's scores ranging from 2.28 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 63.7% of the kindergartners in Duplin County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Duplin County, 54.4% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Duplin County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (35%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (35%)
   - listens and pays attention (35%)
   - follows directions and instructions (35%)

Baseline Findings from Durham County

1. According to teachers, **18.7% of the kindergartners in Durham County in 1995 were not ready at the beginning of the year to participate successfully in school.** This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Durham County in 1995 was 4.04**, with children's scores ranging from 1.86 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 47.6% of the kindergartners in Durham County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Durham County, 53.1% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Durham County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (59%)
   - listens and pays attention (54%)
   - good language and communication skills (46%)

Baseline Findings from Edgecombe County

1. According to teachers, **17.8% of the kindergartners in Edgecombe County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Edgecombe County in 1995 was 4.13**, with children's scores ranging from 2.61 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 70.0% of the kindergartners in Edgecombe County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Edgecombe County, 60.0% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Edgecombe County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (48%)
   - good language and communication skills (38%)
   - toilet trained (38%)

Baseline Findings from Forsyth County

1. According to teachers, **16.9% of the kindergartners in Forsyth County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Forsyth County in 1995 was 4.14**, with children's scores ranging from 1.89 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 39.6% of the kindergartners in Forsyth County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Forsyth County, 62.7% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Forsyth County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (57%)
   - listens and pays attention (51%)
   - basic knowledge (e.g., knows colors, address, phone number) (46%)

Baseline Findings from Graham County

1. According to teachers, **16.1% of the kindergartners in Graham County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Graham County in 1995 was 4.39**, with children's scores ranging from 3.22 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 78.6% of the kindergartners in Graham County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Graham County, 64.3% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Graham County, the top 8 characteristics necessary for a child to be ready for kindergarten were:

   - good reading experiences (e.g., has been read to, likes books) (50%)
   - good language and communication skills (50%)
   - toilet trained (50%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (50%)
   - listens and pays attention (50%)
   - follows directions and instructions (50%)
   - physically healthy (50%)
   - developmental maturity (50%)

Baseline Findings from Greene County

1. According to teachers, **17.5% of the kindergartners in Greene County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Greene County in 1995 was 4.22**, with children's scores ranging from 2.33 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 59.8% of the kindergartners in Greene County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Greene County, 72.8% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Greene County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (78%)
   - listens and pays attention (67%)
   - basic knowledge (e.g., knows colors, address, phone number) (44%)
   - good language and communication skills (44%)

Baseline Findings from Halifax County

1. According to teachers, **18.1% of the kindergartners in Halifax County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Halifax County in 1995 was 4.10**, with children's scores ranging from 2.56 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 68.6% of the kindergartners in Halifax County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Halifax County, 64.4% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Halifax County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (56%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (44%)
   - listens and pays attention (44%)

Baseline Findings from Haywood County

1. According to teachers, **16.7% of the kindergartners in Haywood County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Haywood County in 1995 was 4.06**, with children's scores ranging from 3.06 to 4.89. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 36.1% of the kindergartners in Haywood County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Haywood County, 65.2% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Haywood County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (46%)
   - listens and pays attention (38%)
   - follows directions and instructions (38%)

Baseline Findings from Hertford County

1. According to teachers, **22.8% of the kindergartners in Hertford County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Hertford County in 1995 was 4.30**, with children's scores ranging from 2.91 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 75.7% of the kindergartners in Hertford County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Hertford County, 46.8% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Hertford County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (80%)
   - basic knowledge (e.g., knows colors, address, phone number) (60%)
   - good language and communication skills (60%)
   - fine motor skills (e.g., cutting, writing) (60%)

Baseline Findings from Jackson County

1. According to teachers, **28.3% of the kindergartners in Jackson County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 4 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Jackson County in 1995 was 4.04**, with children's scores ranging from 2.67 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 41.4% of the kindergartners in Jackson County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Jackson County, 65.5% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Jackson County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (57%)
   - listens and pays attention (43%)
   - basic knowledge (e.g., knows colors, address, phone number) (29%)
   - developmental maturity (29%)

Baseline Findings from Jones County

1. According to teachers, **15.1% of the kindergartners in Jones County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Jones County in 1995 was 4.25**, with children's scores ranging from 3.00 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 69.7% of the kindergartners in Jones County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Jones County, 65.1% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Jones County, the top 8 characteristics necessary for a child to be ready for kindergarten were:

   - follows directions and instructions (71%)
   - listens and pays attention (43%)
   - curiosity and interest in learning (29%)
   - experience with other children (29%)
   - basic knowledge (e.g., knows colors, address, phone number) (29%)
   - good language and communication skills (29%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (29%)
   - good social skills (e.g., shares, takes turns) (29%)

Baseline Findings from Lenoir County

1. According to teachers, **24.9% of the kindergartners in Lenoir County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 4 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Lenoir County in 1995 was 4.03**, with children's scores ranging from 2.03 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 45.4% of the kindergartners in Lenoir County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Lenoir County, 56.9% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Lenoir County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (50%)
   - basic knowledge (e.g., knows colors, address, phone number) (45%)
   - good language and communication skills (45%)
   - good social skills (e.g., shares, takes turns) (45%)

Baseline Findings from Macon County

1. According to teachers, **12.6% of the kindergartners in Macon County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 8 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Macon County in 1995 was 4.14**, with children's scores ranging from 2.72 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 50.1% of the kindergartners in Macon County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Macon County, 73.6% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Macon County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (71%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (57%)
   - follows directions and instructions (43%)
   - good social skills (e.g., shares, takes turns) (43%)

Baseline Findings from Mecklenburg County

1. According to teachers, **17.0% of the kindergartners in Mecklenburg County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Mecklenburg County in 1995 was 4.22**, with children's scores ranging from 2.03 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 33.8% of the kindergartners in Mecklenburg County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Mecklenburg County, 51.4% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Mecklenburg County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (49%)
   - fine motor skills (e.g., cutting, writing) (44%)
   - good social skills (e.g., shares, takes turns) (44%)

Baseline Findings from Nash County

1. According to teachers, **23.7% of the kindergartners in Nash County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 4 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Nash County in 1995 was 4.06**, with children's scores ranging from 2.31 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 59.0% of the kindergartners in Nash County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Nash County, 45.4% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Nash County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (36%)
   - listens and pays attention (33%)
   - fine motor skills (e.g., cutting, writing) (31%)

Baseline Findings from New Hanover County

1. According to teachers, **17.3% of the kindergartners in New Hanover County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in New Hanover County in 1995 was 4.09**, with children's scores ranging from 2.39 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 45.6% of the kindergartners in New Hanover County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In New Hanover County, 72.3% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within New Hanover County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (43%)
   - basic knowledge (e.g., knows colors, address, phone number) (37%)
   - good social skills (e.g., shares, takes turns) (33%)

Baseline Findings from Orange County

1. According to teachers, **15.8% of the kindergartners in Orange County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Orange County in 1995 was 4.24**, with children's scores ranging from 2.06 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 31.9% of the kindergartners in Orange County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Orange County, 70.5% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Orange County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (50%)
   - good social skills (e.g., shares, takes turns) (50%)
   - basic knowledge (e.g., knows colors, address, phone number) (44%)

Baseline Findings from Pamlico County

1. According to teachers, **13.0% of the kindergartners in Pamlico County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 8 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Pamlico County in 1995 was 4.02**, with children's scores ranging from 2.50 to 4.92. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 50.7% of the kindergartners in Pamlico County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Pamlico County, 56.2% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Pamlico County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (71%)
   - follows directions and instructions (71%)
   - toilet trained (57%)

Baseline Findings from Pasquotank County

1. According to teachers, **14.2% of the kindergartners in Pasquotank County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Pasquotank County in 1995 was 4.07**, with children's scores ranging from 2.58 to 4.92. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 50.2% of the kindergartners in Pasquotank County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Pasquotank County, 63.4% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Pasquotank County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - follows directions and instructions (81%)
   - listens and pays attention (75%)
   - good language and communication skills (69%)

Baseline Findings from Person County

1. According to teachers, **16.4% of the kindergartners in Person County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 6 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Person County in 1995 was 4.10**, with children's scores ranging from 2.06 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 37.9% of the kindergartners in Person County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Person County, 56.2% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Person County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (64%)
   - basic knowledge (e.g., knows colors, address, phone number) (50%)
   - fine motor skills (e.g., cutting, writing) (43%)

Baseline Findings from Robeson County

1. According to teachers, **28.7% of the kindergartners in Robeson County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that a little more than 1 in 4 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Robeson County in 1995 was 3.84**, with children's scores ranging from 1.89 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 73.9% of the kindergartners in Robeson County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Robeson County, 47.8% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Robeson County, the top 2 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (39%)
   - good social skills (e.g., shares, takes turns) (33%)

Baseline Findings from Rutherford County

1. According to teachers, **19.7% of the kindergartners in Rutherford County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Rutherford County in 1995 was 3.96**, with children's scores ranging from 2.17 to 4.94. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 36.9% of the kindergartners in Rutherford County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Rutherford County, 45.0% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Rutherford County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - follows directions and instructions (65%)
   - good social skills (e.g., shares, takes turns) (61%)
   - listens and pays attention (57%)

Baseline Findings from Stanly County

1. According to teachers, **19.0% of the kindergartners in Stanly County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Stanly County in 1995 was 4.12**, with children's scores ranging from 2.31 to 4.94. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 43.9% of the kindergartners in Stanly County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Stanly County, 52.0% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Stanly County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - listens and pays attention (55%)
   - fine motor skills (e.g., cutting, writing) (50%)
   - follows directions and instructions (50%)

Baseline Findings from Stokes County

1. According to teachers, **13.6% of the kindergartners in Stokes County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Stokes County in 1995 was 4.26**, with children's scores ranging from 2.58 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 24.5% of the kindergartners in Stokes County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Stokes County, 58.2% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Stokes County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - fine motor skills (e.g., cutting, writing) (36%)
   - listens and pays attention (36%)
   - good social skills (e.g., shares, takes turns) (36%)

Baseline Findings from Surry County

1. According to teachers, **18.7% of the kindergartners in Surry County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Surry County in 1995 was 4.16**, with children's scores ranging from 2.34 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 39.8% of the kindergartners in Surry County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Surry County, 47.2% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Surry County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (64%)
   - listens and pays attention (44%)
   - fine motor skills (e.g., cutting, writing) (40%)

Baseline Findings from Swain County

1. According to teachers, **13.5% of the kindergartners in Swain County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Swain County in 1995 was 4.17**, with children's scores ranging from 3.09 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 73.1% of the kindergartners in Swain County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Swain County, 63.3% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Swain County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good reading experiences (e.g., has been read to, likes books) (55%)
   - good language and communication skills (45%)
   - listens and pays attention (45%)

Baseline Findings from Wake County

1. According to teachers, **12.7% of the kindergartners in Wake County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 8 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Wake County in 1995 was 4.28**, with children's scores ranging from 2.25 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 23.4% of the kindergartners in Wake County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Wake County, 66.9% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Wake County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (68%)
   - listens and pays attention (53%)
   - good language and communication skills (37%)

Baseline Findings from Washington County

1. According to teachers, **14.3% of the kindergartners in Washington County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Washington County in 1995 was 4.02**, with children's scores ranging from 2.14 to 4.97. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 73.7% of the kindergartners in Washington County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Washington County, 59.9% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Washington County, the top 3 characteristics necessary for a child to be ready for kindergarten were:

   - good social skills (e.g., shares, takes turns) (88%)
   - good language and communication skills (38%)
   - follows directions and instructions (25%)

Baseline Findings from Wilkes County

1. According to teachers, **14.1% of the kindergartners in Wilkes County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 7 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Wilkes County in 1995 was 4.19**, with children's scores ranging from 2.39 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 43.1% of the kindergartners in Wilkes County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Wilkes County, 50.5% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Wilkes County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (55%)
   - ability to help and care for self (e.g., dresses self, takes care of own belongings) (41%)
   - follows directions and instructions (41%)
   - good social skills (e.g., shares, takes turns) (41%)

Baseline Findings from Wilson County

1. According to teachers, **18.5% of the kindergartners in Wilson County in 1995 were not ready at the beginning of the year to participate successfully in school**. This means that almost 1 in 5 children entering school were thought by their teachers to lack the skills necessary to participate successfully in school.

2. **The mean total score on the Kindergarten Teacher Checklist in Wilson County in 1995 was 4.13**, with children's scores ranging from 2.44 to 5.00. These data suggest that although children's skills varied, the average child had many skills in the fall of kindergarten.

3. Teachers reported that 58.2% of the kindergartners in Wilson County were from low-income families, as defined by their eligibility for free or reduced price lunch. In the overall sample of 43 Smart Start counties, poor children scored significantly lower than non-poor children on the Kindergarten Teacher Checklist.

4. In Wilson County, 29.9% of the kindergartners attended organized child care prior to entering school, according to teacher report. In the overall sample of 43 Smart Start counties, children who attended organized child care prior to entering school scored significantly better on the Kindergarten Teacher Checklist than children who had not attended child care.

5. As listed by teachers sampled within Wilson County, the top 4 characteristics necessary for a child to be ready for kindergarten were:

   - basic knowledge (e.g., knows colors, address, phone number) (48%)
   - good social skills (e.g., shares, takes turns) (48%)
   - listens and pays attention (43%)
   - follows directions and instructions (43%)

Table 1. Summary of 1995 Data on Kindergartners' Skills

County	% Not Ready	KTC Mean	KTC Minimum	KTC Maximum	% Free/Reduced Price Lunch	% Previous Child Care
OVERALL	17.9	4.16	1.83	5.00	41.7	53.9
Alleghany	19.9	4.22	3.03	4.92	36.4	54.1
Ashe	13.6	4.24	2.77	4.89	45.9	36.7
Avery	18.3	4.14	2.78	4.92	47.7	47.6
Buncombe	18.6	4.16	2.72	5.00	43.8	45.7
Burke	22.7	4.16	2.25	5.00	40.6	36.9
Caldwell	18.8	4.16	2.14	5.00	34.4	41.9
Catawba	22.7	4.16	2.36	4.94	34.6	42.0
Chatham	14.3	4.38	3.14	4.92	34.5	52.1
Cherokee	9.1	4.50	3.64	5.00	39.5	43.1
Clay	36.0	4.12	3.17	4.78	53.0	65.0
Cleveland	22.2	4.16	2.29	5.00	41.2	49.4
Cumberland	15.3	4.14	1.83	5.00	52.0	43.2
Davidson	20.2	4.30	2.42	5.00	32.2	52.6
Duplin	15.9	3.90	2.28	4.97	63.7	54.4
Durham	18.7	4.04	1.86	5.00	47.6	53.1
Edgecombe	17.8	4.13	2.61	5.00	70.0	60.0
Forsyth	16.9	4.14	1.89	5.00	39.6	62.7
Graham	16.1	4.39	3.22	5.00	78.6	64.3
Greene	17.5	4.22	2.33	5.00	59.8	72.8
Halifax	18.1	4.10	2.56	5.00	68.6	64.4
Haywood	16.7	4.06	3.06	4.89	36.1	65.2
Hertford	22.8	4.30	2.91	4.97	75.7	46.8
Jackson	28.3	4.04	2.67	4.97	41.4	65.5
Jones	15.1	4.25	3.00	5.00	69.7	65.1
Lenoir	24.9	4.03	2.03	5.00	45.4	56.9
Macon	12.6	4.14	2.72	5.00	50.1	73.6
Mecklenburg	17.0	4.22	2.03	5.00	33.8	51.4
Nash	23.7	4.06	2.31	5.00	59.0	45.4
New Hanover	17.3	4.09	2.39	4.97	45.6	72.3
Orange	15.8	4.24	2.06	5.00	31.9	70.5
Pamlico	13.0	4.02	2.50	4.92	50.7	56.2
Pasquotank	14.2	4.07	2.58	4.92	50.2	63.4
Person	16.4	4.10	2.06	5.00	37.9	56.2
Robeson	28.7	3.84	1.89	5.00	73.9	47.8
Rutherford	19.2	3.96	2.17	4.94	36.9	45.0
Stanly	19.0	4.12	2.31	4.94	43.9	52.0
Stokes	13.6	4.26	2.58	4.97	24.5	58.2
Surry	18.7	4.16	2.34	5.00	39.8	47.2
Swain	13.5	4.17	3.09	4.97	73.1	63.3
Wake	12.7	4.28	2.25	5.00	23.4	66.9
Washington	14.3	4.02	2.14	4.97	73.7	59.9
Wilkes	14.1	4.19	2.39	5.00	43.1	50.5
Wilson	18.5	4.13	2.44	5.00	58.2	29.9

Figure 1
Average Kindergarten Teacher Checklist Scores by County
Smart Start 1995

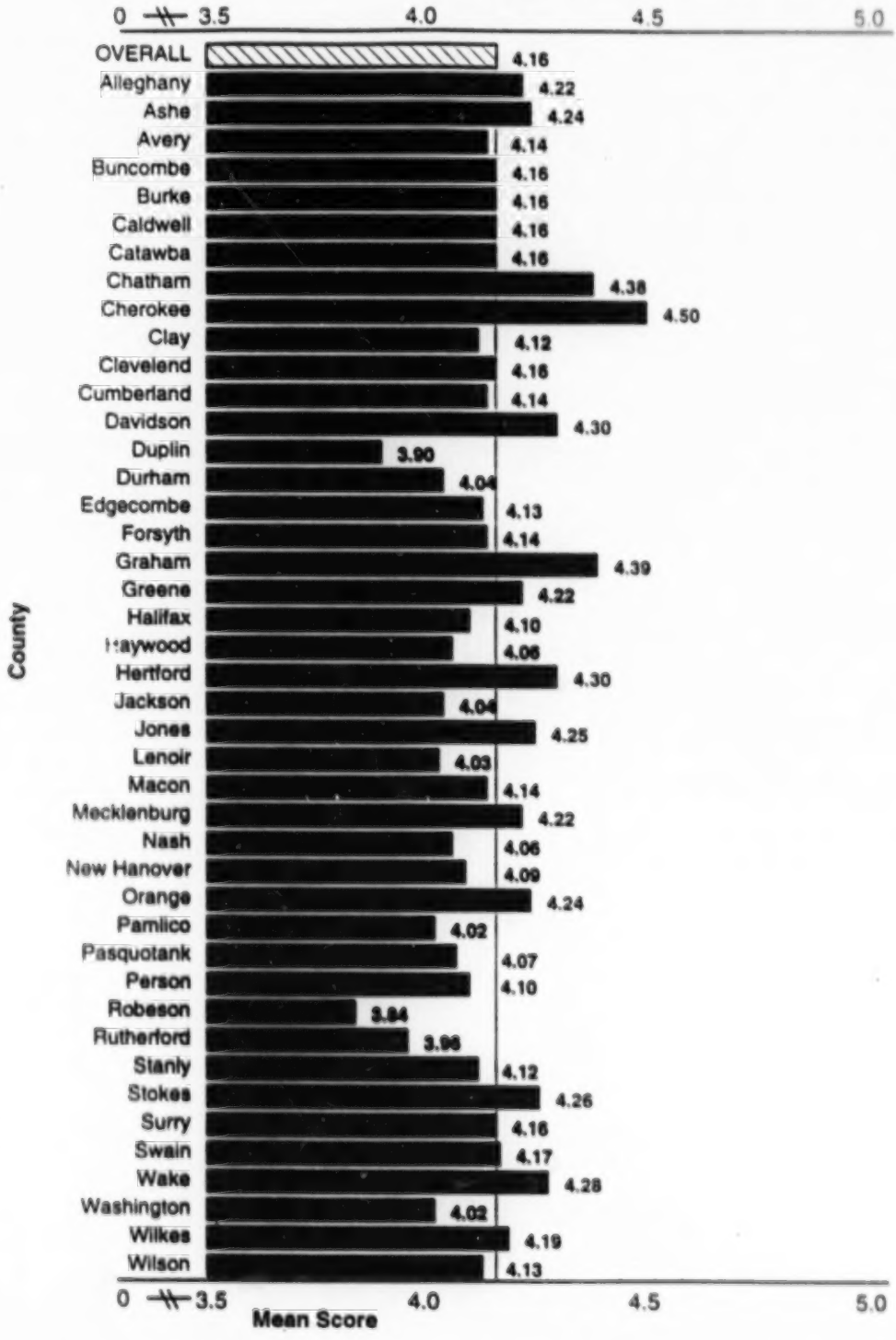
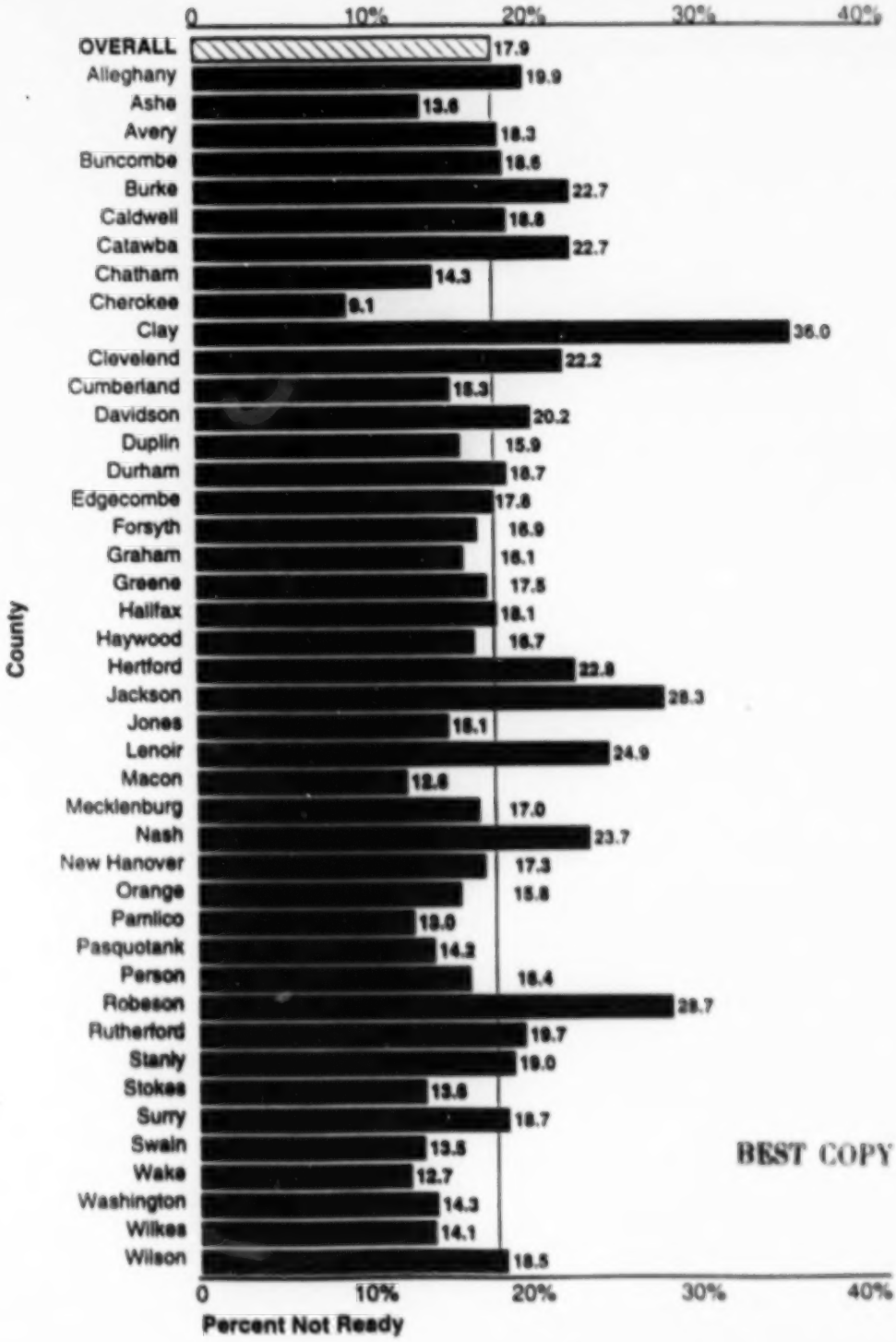


Figure 2
Percent of Children Not Ready by County
Smart Start 1995



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Notes

1. Estimated scores for all kindergartners in each county are adjusted to account for the response rate in that county. These adjustments assume that teachers who completed and returned the forms are similar to teachers who did not return the forms. Estimates are reported for the following variables: average KTC scores, percent of children in poverty, percent of children who attended child care prior to school, and percent of children not ready for school.

2. The Kindergarten Teacher Checklist was adapted from the Maryland Systematic Teacher Observation Inventory, an instrument developed by the Maryland Department of Education and reported in S. L. Dauber, K. L. Alexander, and D. R. Entwisle's (1993) *Characteristics of retainees and early precursors of retention in grade: Who is held back?* In *Merrill-Palmer Quarterly*, Volume 39, pp. 326-343.

3. The wording of the General School Readiness question regarding the percent of children not ready was based on a national survey of kindergarten teachers in 1991 conducted by the Carnegie Foundation for the Advancement of Teaching, as reported in E. Boyer's (1991) *Ready to learn: A mandate for the nation*.

4. For most counties, the three most frequently mentioned characteristics are included in the report. More than three characteristics are listed for counties in which there were ties among the top characteristics. No characteristic mentioned by fewer than 25% of the teachers is included (which means that fewer than three characteristics are listed for some counties).

5. Cost, Quality, & Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers*. Denver, CO: Economics Department, University of Colorado at Denver.

6. FPG-UNC Smart Start Evaluation Team. (1997). *Effects of Smart Start on the quality of preschool child care*.

Appendix of Measures

Kindergarten Teacher Checklist (KTC)

General School Readiness Questionnaire

Smart Start

Kindergarten Teacher Checklist

(based on the Maryland Systematic Teacher Observation Instrument)

ID NUMBER	SPECIAL CODES A B C D E F G H I J

DO NOT BEND

Sex of child F M

Child's date of birth m m / d d / y y

GENERAL PURPOSE DATA SHEET II
form no. 70921

USE NO. 2 PENCIL ONLY

	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
	E	D	C	B	A

1. Can copy a circle, square, and triangle so that it is recognizable.
2. Gets along with other children in various situations.
3. Can tell about a picture while looking at it.
4. Names and locates at least five parts of his body.
5. Knocks over things when reaching for them.
6. Can repeat sentences such as "I like to play outside" in correct order.
7. Cringes or pulls away when approached by others.
8. Can recognize own name in print.
9. Stays with the activity at hand.
10. Can tell about a recent school activity (e.g., field trip).
11. Follows directions.
12. Fumbles for words, uses a wrong word, or says s/he forgot what s/he was trying to say.
13. Drowsy, sleepy, or sleeps.
14. Names common objects such as chair, desk, table.
15. Fights, shouts, or shakes his/her fist as a preferred means of solving problems.
16. Identifies likenesses and differences in pictures, objects and forms.
17. Gives own name and age when asked.
18. Stares into space.
19. Can identify colors (i.e., red, yellow, blue, green) by name.
20. Says, "I can't" when presented with school tasks.
21. If child prints, s/he prints words, letters, and/or numbers backwards.
22. Hurts children and/or animals for no apparent reason.
23. Speech is understandable.
24. Works and solves problems independently.
25. Destroys or damages things, breaks toys.
26. Matches objects to pictures (e.g., toy truck to picture of truck).
27. Finishes tasks late.
28. Can tell about a story after listening to it.
29. Stumbles, trips, or falls.
30. Says "huh" or "what" after s/he has been told something or asked a question.
31. Can tell how many objects up to five.
32. Classifies objects by categories, such as food or clothing.
33. Speaks in sentences of more than three words.
34. Discriminates between fine differences in sounds heard (e.g., boy, toy).
35. Arranges a three-part picture story in correct sequence.
36. Retells story in correct sequential order.
37. Do you think this child qualifies for free or reduced price lunch? (A=Yes, B=No)
38. Does this child have any disabilities? (A=Yes, B=No)
39. Has this child been retained in kindergarten? (A=Yes, B=No)
40. Did the child attend organized child care before beginning kindergarten? (A=Yes, B=No, C=Don't Know)

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ID: _____

GENERAL SCHOOL READINESS QUESTIONNAIRE

In addition to gathering information on specific kindergartners' skills, we would also like to ask you 4 questions about the general "readiness" of the students in your class.

1. Number of children in your class this year: __ __

2. Number of children in your class this year who were <u>not</u> ready to participate successfully in school: __ __

3. How many years have you taught children of any age, including this year? __ __

4. In your professional opinion, what characteristics are necessary for a child to be ready for kindergarten?

_____

_____

_____

_____

_____

_____

THANK YOU SO MUCH FOR YOUR HELP!

PLEASE RETURN THIS FORM IN THE ENVELOPE WITH THE COMPLETED RATING SCALES.

List of Smart Start Evaluation Reports

Emerging Themes and Lessons Learned: The First Year of Smart Start (August, 1994)
This report describes the first-year planning process of the pioneer partnerships and makes some recommendations for improving the process.

Smart Start Evaluation Plan (September, 1994)
This report describes our comprehensive evaluation plan, designed to capture the breadth of programs implemented across the Smart Start partnerships and the extent of possible changes that might result from Smart Start efforts.

Keeping the Vision in Front of You: Results from Smart Start Key Participant Interviews (May, 1995)
This report documents the process as pioneer partnerships completed their planning year and moved into implementation.

North Carolina's Smart Start Initiative: 1994-95 Annual Evaluation Report (June, 1995)
This report summarizes the evaluation findings to date from both quantitative and qualitative data sources.

Reinventing Government? Perspectives on the Smart Start Implementation Process (November, 1995)
This report documents pioneer partnership members' perspectives on 2 major process goals of Smart Start: non-bureaucratic decision making and broad-based participation.

Center-based Child Care in the Pioneer Smart Start Partnerships of North Carolina (May, 1996)
This brief report summarizes the key findings from the 1994-95 data on child care quality.

Effects of Smart Start on Young Children with Disabilities and their Families (December, 1996)
This report summarizes a study of the impact of Smart Start on children with disabilities.

Bringing the Community into the Process: Issues and Promising Practices for Involving Parents and Business in Local Smart Start Partnerships (April, 1997)
This report describes findings from interviews and case studies about the involvement of parents and business leaders in the Smart Start decision-making process.

Effects of Smart Start on the Quality of Preschool Child Care (April, 1997)
This report presents the results of a 2-year study of the quality of child care in the 12 pioneer partnerships.

To obtain copies of these reports, please call Marie Butts at (919) 966-4295.

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